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ABSTRACT

Mount Marty College developed a student teaching program in 1970 which lasted a full semester. The course work ordinarily taken in an 8-week block during professional semester was integrated into the work of the full semester. Teacher education faculty and special methods faculty in the academic areas prepared individual learning packets to teach some of the theory to be learned. Student teachers met for full-day seminars on the college campus once a month and for a 3-day summary and evaluation at the end of the semester. Teacher education faculty and academic instructors of special methods visited the schools each week to confer with the student teachers and their cooperating teachers and to observe the work of the students. (Appendixes include related program materials.) (Author/MJM)

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C A S E S T U D Y

A NEW APPROACH TO STUDENT TEACHING

AT MOUNT MARTY COLLEGE

Yankton, South Dakota

SP 006 218

Teacher Education Department
Mount Marty College
Yankton, South Dakota 57078
November 1, 1971

In the fall of 1970 eight student teachers from Mount Marty College were assigned to O'Gorman High School in Sioux Falls, South Dakota to participate in an experimental program--a full semester of student teaching. Thirty-seven student teachers were on the regular program which consisted of two weeks of September Experience in an elementary or secondary school, eight weeks of professional education course work at the college, and six weeks of full-day student teaching in the school in which they had participated in September Experience.

The purpose of the experimental program was to test the idea that a full semester of student teaching, in which the professional education work was integrated with practical experience, was a better approach than the regular block program because it provided more "on-the-scene" experience. The program's more individualized structure was expected to foster better communication between the college and the cooperating schools. O'Gorman High School was accepted for the pilot project because it was an innovative school which utilizes flexible scheduling, team teaching, resource centers and individualization of learning. The adminstration and faculty of the school indicated great interest in working with the college. They assigned the Director of Curriculum as coordinator of the student teaching activities and agreed to have her meet with the student teachers each week to discuss topics listed in a syllabus for each of the professional courses. (See Appendix I for copy of Student Teaching Contract with O'Gorman High School)

During the experimental year, the college teacher education faculty, members of the Teacher Education Committee, and the academic instructors of special methods conferred frequently. Students were also involved in the evaluation and planning of the full semester, either as representatives of the students on the Teacher Education Committee or as student teachers in either the experimental or the regular program. Consensus at the end of the semester was that the experimental program had sufficient value to warrant trying a full semester for all students in the fall of 1971.

That first year, the cooperating teachers and the Director of Curriculum helped the student teachers with the content of the professional courses, Psychological Dimensions of Education and Methods of Teaching, by discussing with them at stated times the syllabus which had been prepared by the college education faculty. The in-service programs at O'Gorman High School provided some of the instruction required for student teaching. Student teachers found that meeting the requirements of the professional courses was one of the most difficult parts of the semester. As a result, the psychology course was moved to the semester before student teaching. Learnings in this course are basic to the work in the classroom and the courses, Educational Media and Testing and Guidance, are of a more practical nature and could be better integrated with the classroom work. The teacher education faculty has developed individual learning packets to cover the main concepts of the professional courses. (See Appendix II for sample packets)

Student teachers began the 1971 school year at the same time as the public school faculty and participated in the faculty workshops and all pre-school activities in the four school systems to which they had been assigned. Placements were to a department rather than to an individual cooperating teacher so as to give the student a broader experience. A coordinating teacher worked with the teachers and the student teachers to provide varied experiences. In some departments at the secondary level, the coordinating teachers asked the students to observe various classes and then permitted them to choose the course which they felt most qualified to teach and the teachers with whom they would do most of their directed teaching. In others, individual students each worked mainly with one teacher. At the primary level the students planned units and then taught them to several of the same grade groups. This proved to be a beneficial experience as students had the opportunity to improve their technique each time that they taught the unit.

College supervisors encouraged each coordinating teacher to plan a profitable experience, one which would give a student the best preparation for teaching, and they allowed considerable freedom to determine the type of lesson plans, the types of activities, and the way in which the student would gradually assume full responsibility. The purpose was to give the main responsibility for the determination of activities to the classroom teacher who is closer to the real world of elementary or secondary teaching than is the college instructor who may be years removed from personal teaching experience in the public school. This

also resulted in a more individualized student teaching experience. The cooperating teacher and the student teacher arranged periods of observation, full time teaching, and extra activities according to the needs of the student, the circumstances in each class, and the special talents of both the classroom teacher and the student teacher. The college supervisors gave a GUIDE FOR WEEKLY EXPERIENCES to the cooperating teacher and the student teacher. This weekly bulletin helped to keep the experiences organized and assisted the student teacher in parceling sufficient time for study and for experiences in the classroom. (See Appendix III for a sample of this GUIDE FOR WEEKLY EXPERIENCES)

Student teachers returned to the campus for a day-long seminar each month and for three full days of summary and evaluation at the end of the experience. College supervisors met with the cooperating teacher and/or student teachers each week; academic advisors, teachers of special methods, visited each student teacher at least twice during the semester. During December, each public school teacher and principal completed a questionnaire to assist the college personnel in evaluating the program and in planning procedures for future professional semesters.

No additional college faculty was needed for the first year of full semester of student teaching as the enrollment was somewhat lower than it had been for some years. It is evident, however, that the full student teacher load policy of twenty to one is too high for this plan because of the great amount of individual instruction and the

number of conferences and visits to each student which are required. Plans are made to hire an additional faculty member for the 1972-73 academic year because of an increased enrollment, and the new plan indicates such a need.

In two of the four school systems, the $50.00 honorarium which had been given to each cooperating teacher was not paid as the school systems considered the benefits of having the student teachers sufficient compensation.

Diverse backgrounds of persons involved tend to complicate objective evaluation of the program. The eight student teachers in the pilot group recommended the full-semester plan. Some of the cooperating teachers who had student teachers on the block plan did not wish to have one full time. The twenty-five cooperating teachers who directed the full time experience in the fall of 1971 generally favored the plan because they saw the increased opportunities for the students to perfect their techniques over a longer period of time. Additional data on the success of the student teachers in the 1970 experimental program will be available during 1972 from the results of the annual follow-up questionnaire to teacher education graduates and to their superintendents and principals. The college supervisors are preparing a questionnaire for cooperating teachers and principals, and this data will also be used to determine the effectiveness of the program and the procedure to be followed for the next fall term.

In summary: The full-semester-of-student-teaching plan was adopted

because:

1) it meets a recurring request of graduates of Mount Marty College, as shown in the annual follow-up surveys, that the student teaching period be lengthened;

2) it places responsibility of a considerable part of the training of new teachers on the elementary and secondary school personnel who are closer to the real world of teaching at that level than college education professors may be;

3) it fosters a closer relationship between the school systems and the college which prepares future teachers;

4) it provides a good opportunity to individualize each student teacher's program.

S U M M A R Y

OF

A NEW APPROACH TO STUDENT TEACHING

AT MOUNT MARTY COLLEGE

"Student teaching was the most valuable experience of my four years in college". Faculty at Mount Marty College had heard this often enough to be convinced that students needed at least a full semester of student teaching. The results of an experimental program in 1970 involving eight students on a full-semester student teaching program provided further evidence necessary to adopt the full semester in the fall of 1971 for all students preparing to teach.

The course work ordinarily taken in an eight-week block during the professional semester was integrated into the work of the full semester. Teacher education faculty and special methods faculty in the academic areas prepared individual learning packets to teach some of the theory to be learned. Student teachers met for full-day seminars on the college campus once a month and for a three-day summary and evaluation at the end of the semester.

Teacher education faculty and academic instructors of special methods visited the schools each week to confer with the student teachers and their cooperating teachers and to observe the work of the students. The college requested that students be placed in a department at the secondary level, and at either the primary or intermediate level in the elementary school, in order that the student teacher would receive a broader experience, working with different teachers and with more students.

The college is using several methods of evaluating the program and the data provided will help determine the kind of student teaching experience for the 1972-1973 school year.

A P P E N D I X I

STUDENT TEACHING CONTRACT

BETWEEN

MOUNT MARTY COLLEGE AND O'GORMAN HIGH SCHOOL

A P P E N D I X I

M O U N T M A R T Y C O L L E G E May, 1970

1100 West Fifth Yankton, South Dakota 57078 605-668-1011

STUDENT TEACHING CONTRACT

(Adapted from the regular contract with O'Gorman High School of June, 1967)

MOUNT MARTY COLLEGE and O'GORMAN HIGH SCHOOL of Sioux Falls, South Dakota agree to cooperate in an experimental program to provide the professional semester for student teachers during the fall semester of 1970 according to the following provisions:

1) O'Gorman High School agrees to assign eight student teachers in the following fields:

   Art - 1, History - 1, Mathematics - 1, Home Economics - 2, Spanish - 2, Speech - 1. Each of these students will work in the department of her major area under the direction of a qualified master teacher and in cooperation with other instructors in the area.

2) The student teachers will begin their professional semester prior to the opening of school by participating in the faculty workshop, student registration, and orientation.

3) When classes begin, each student teacher will have sufficient time to observe and then be inducted gradually into full participation in the activities of the school.

4) The college classes - Ed. 273 - Psychological Dimensions of Education, and Education 251 - Methods in Secondary School

Teaching - ordinarily taken by the student teachers in a block during the professional semester, will be incorporated into the full-time experience.

a) once a week, Sister Ann Willert, Curriculum Director, or a master teacher assigned by her, will meet with the student teachers to discuss topics listed in a syllabus for each of these courses.

b) each student teacher will have sufficient time during the week to study for the college courses and to plan her class lessons. The college suggests one period a day for study and another to prepare lessons.

c) the student teacher should attend all in-service programs planned for the O'Gorman staff.

5) No payment of salary or fees will be made by O'Gorman High School to the students, nor will the regular honorarium accorded to the cooperating teachers be paid.

6) The college supervisor, through visits to the school and conferences with the O'Gorman faculty and the student teachers, will supervise the student teachers and assist them in evaluating their performance. The college academic advisors of the student teachers will visit each area at least once during the semester.

7) This experimental program will be called "The O'Gorman Plan" and will be subject to review and evaluation.

_____ _____

Date President, Mount Marty College

_____

Superintendent, O'Gorman High School

APPENDIX II

SAMPLES OF INDIVIDUAL LEARNING PACKETS

TEACHER EDUCATION DEPARTMENT Mount Marty College, Yankton, S.D.

Marking and Reporting Pupil Progress

Overview:

One of the greatest concerns facing the conscientious teacher is the process of evaluating, marking, and reporting student progress.

Learning objective:

Upon completion of this learning packet, the student should be able to discuss the factors which comprise the process of evaluation, marking, and reporting and defend why these factors are or are not deemed important.

Possible resources:

Several sources were listed here.

Learning activities:

1. What is the relationship between a grade and the normal curve? What problems does this relationship present in any given classroom?
2. What factors do you feel should be considered when determining a grade for a student in your classroom?
3. What do consistently high or low grades do for a student's self-concept?
4. If we accept the premise that report cards and final marks exist to help each pupil develop according to his ability, how then can we justify the use of rigid standards of passing and failing?
5. What difficulties might parents face in interpreting information from a report card? a progress report? How can these be minimized?
6. What is the most serious limitation in reporting both positive and negative pupil behavior by means of a letter? If a school system required this type of evaluative procedure, what steps can be taken to avoid poor public relations?
7. List guidelines for parent-teacher conferences. What are your feelings about including the pupil in these conferences?

Evaluation:

1. Turn in a reaction paper on the parent-teacher conferences which you participated in during this semester.

2. Discuss evaluation and grading with several of the teachers in the system.

3. Hand in a written statement of your philosophy of evaluation, marking, and reporting.

TEACHER EDUCATION DEPARTMENT Mount Marty College Yankton, South Dakota

INDIVIDUAL LEARNING PACKET - September, 1971

Topic: The Art of Questioning

Introduction: Techniques of questioning create interest, frighten, or kill the challenge. This packet is tended to examine how teachers use questions.

Learning Objective: The purpose of this independent learning packet is to help the student teacher learn the value of good questions and to give him a simple technique for analyzing the questions used by teachers in the classroom.

Procedure:

1. Read the attached article: Morgan and Schreiber, "How To Ask Questions."

2. Use a tape recorder during one of your class periods to determine the ratio of teacher-student questions. If you find your classes are dominated by teacher questions, plan other lessons, record them until you get a more satisfactory ratio. At the beginning of your experience, you may watch your cooperating teacher and analyze her questioning technique.

3. In another recording session analyze the type of questions you ask. Use the following code:

K = Knowledge question	An = Analysis question
C = Comprehension question	S = Synthesis question
A = Application question	E = Evaluation question

Bring the results of this exercise to one of the college seminars and discuss the results with your college supervisor and classmates.

4. Re-read "Guidelines for Good Questions" p. 4 - 6 of the attached article. Check yourself using these guidelines.

5. Re-read "Question-Asking Practices to Avoid" p. 6 of attached article. Tape another lesson and analyze the results according to the criteria given there.

6. Read at least three of the articles listed in the bibliography at the end of the article or in the footnotes.

7. For Secondary Student Teachers: Discuss your techniques of questioning with your academic special methods teacher after one of his visits to your class.

8. For Elementary Student Teachers: Discuss your questioning technique with your college supervisor and your cooperating teacher.

9. Write a one-page evaluation to give to your college supervisor by December 1 stating how you worked on and improved your technique of questioning.

TEACHER EDUCATION DEPARTMENT MOUNT MARTY COLLEGE, Yankton, S.D. 57078

Teacher-made Tests

Overview:

A carefully planned unit of study deserves a carefully planned test covering the objectives of the unit.

Learning objective:

The student will study and write various types of test questions and administer tests to groups of students.

Resources:

Read two of the following: Several sources were listed here.

Learning activities:

1. Of what value are the objectives of a lesson or unit when one is devising a test?
2. In constructing a teacher-made test, what procedure would you follow? Outline what you would do step by step.
3. What are the characteristics of a good objective test item?
4. Write directions for the various types of test questions. Refine as necessary and keep on file for future use in constructing tests.
5. Write out test questions over daily objectives as you teach the material. By test time, you will have a rough draft of a test that you can administer to yourself to help clear some of the ambiguity that might be present in some of the questions.
6. It is often recommended that the scoring key to an essay test be prepared in advance of the administration of the test. In what respects would adherence to this policy be likely to strengthen essay test items?

Evaluation:

1. Throughout the semester the student is expected to hand in several sets of examples of each of the various types of test items (multiple choice, matching, true-false, completion, essay) as tests are constructed for use in the classroom. The materials turned in should include:
    a. the test copy
    b. key
    c. grade distribution chart
    d. analysis of items after correcting and reviewing the test with students (strong and weak points, improvements to be made, etc.).

2. Evaluate in writing the various types of test items in terms of your teaching area(s). Are certain types of items particularly adaptable? Unadaptable? Why? How effective were your tests in terms of:

   a. measuring student learning
   b. use as a learning tool
   c. allowing students to express individual, creative thoughts
   d. evaluating your teaching
   e. measuring cognitive, affective, and psychomotor domains of pupil behavior
   f. measuring the following skills:

      REMEMBERING
         Recall of facts, rules, procedures
         Routine manipulation
         Reproduction
      UNDERSTANDING
         Classification
         Application
         Translation
      THINKING
         Analysis
         Generalization
         Evaluation

TEACHER EDUCATION DEPARTMENT Mount Marty College Yankton, S.D. April, 1971

Independent Learning Packet Number 3

Topic: Varied Size Groupings

Purpose: It is believed that optimum learning takes place through a variety of methods and in varied size groupings.
The pre-service teacher should be able to plan and organize for learning in which large group guide lines, small group interaction guide lines, and some form of individualized instruction are used. To accomplish this purpose the student should:

1. Read on large group instruction and interaction. List your resources.

*2. Small group instruction, the following is recommended:

A. Read one of the following articles concerning recent research studies of ability grouping:
Sources were listed here.

B. Read or listen to two or more of the following on ability grouping:
Sources were listed here.

C. Read:
Glatthorn, Allan A., "Learning in the Small Group," proceedings of the Abington Conference.

3. Individualizing Instruction

A. Read these or other sources to help you to understand individualization:
Sources were listed here.

4. Psychology of working with groups of various sizes.

A. Read:
Sources were listed here.

Evaluation: As a result of studying the above material, you should be able to answer the following questions:

1. What are the advantages and disadvantages of large group instruction? When should it be used?

2. What are the advantages and disadvantages os small group instruction? When should it be used?

3. What are the advantages and disadvantages of individualized instruction? When should it be used?

4. Why are educators unable to agree on the effectiveness of ability grouping?

5. What factors are commonly used in assigning students to ability groups?

6. Is a homogeneous group really homogeneous?

Written assignment: Hand in to the instructor a two page typewritten paper covering the major learnings you gained from this assignment. List sources used not contained in this packet.

Also - please evaluate this kind of learning experience by indicating the time you spent on this learning packet and what you think of learning about problems of teaching in this way.

*The articles listed in this packet are available through the library or one copy of each article is on reserve. Please check the tape out of my office.

TEACHER EDUCATION DEPARTMENT MOUNT MARTY COLLEGE YANKTON, SOUTH DAKOTA

COMPETENCIES FOR EDUCATION 280 Educational Media

At the end of the professional semester the student will be able to

1. Operate with ease:

   I Ditto Machine
   II Overhead Projector
   III Opaque Projector (Optional)
   IV 16mm Film Projector
   V 35mm Slide projector (Optional)
   VI 35mm Filmstrip projector
   VII Tape Recorder
   VIII Cassette Recorder
   IX Record Player
   X Videorecorder (Optional)
   XI Super 8 Film Projector (Optional)

2. Construct and display bulletin boards for specific purposes.

3. Produce "software" to accompany lessons taught.

4. List sources for information on various aspects of educational media in the classroom.

   NOTE: We highly recommend the OPTIONALS above.

At the end of the professional semester the student will

1. Give the college supervisor the Check Sheet for Operation of A-V Equipment.

2. Hand in the one-page summary and evaluation specified in XIV of this packet.

One of each of the following will be in the study area at each student teaching center off campus. Sufficient books are in the college library for the use of students in Yankton.

Brown, J. W. et. al. A - V INSTRUCTION: MEDIA AND METHODS. N. Y. McGraw Hill. 1969

Eboch, S. C. OPERATING AUDIO VISUAL EQUIPMENT. Chandler Publ. Co. San Francisco. 1968

Schultz, Norton. THE TEACHER AND THE OVERHEAD PROJECTOR. N. J.: Prentice Hall. 1965

Wittich, W. A. and Schuller, C. F. AUDIO VISUAL MATERIALS. N. Y. Harper and Row Fourth Edition

The students may consult other books which might be available at the school or in other libraries instead of the above.

A letter grade of A, B, C, D, or F will be given by the college supervisor according to the degree to which the student accomplished all the objectives of this INDIVIDUAL LEARNING PACKET for Educational Media (Education 280)

NOTE: Some of you may know how to operate some of the equipment before you begin the course. If so, have someone check you and sign for you as soon as possible.

CHECK SHEET FOR OPERATION OF AUDIO-VISUAL EQUIPMENT

Name of Student Teacher _____

Circled number under column below: "Number of Behavioral Objective", means directions have been given — ⓪

Key to Marking: One slash means some skill has been developed but more practice is needed — ⓪

X in the circle means skill has been developed to the extent indicated by the objective — ⓧ

Skills to be learned	Number of Behavioral Objective (see p 2-8 for described behavior)	Signature or Person (School or College) who checked the student
I DITTO MACHINE	① ② ③	
II OVERHEAD PROJECTOR	① ② ③ ④ ⑤ ⑥ ⑦	
III TAPE REOCRDER	① ② ③ ④ ⑤ ⑥	
IV CASSETTE RECORDER	① ② ③ ④ ⑤	
V 16 mm FILM PROJECTOR	① ② ③ ④ ⑤ ⑥ ⑦	
VI FILMSTRIP PROJECTOR	① ② ③ ④ ⑤	
VII SLIDE PROJECTOR	① ② ③ ④	
VIII OPAQUE PROJECTOR	① ② ③	
IX RECORD PLAYER	① ②	
X VIDEORECORDER	① ② ③ ④ ⑤ ⑥ ⑦	
XI SUPER 8 PROJECTOR	① ② ③ ④ ⑤	
XII BULLETIN BOARDS	① ② ③ ④ ⑤	
XIII INFORMATION ON SOURCES FOR A-V INSTRUCTION	① ②	
XIV EVALUATION		

COMMENTS by student or coordinating teacher or college supervisor:

I DITTO MACHINE

At the end of the professional semester the student teacher will have:

1. Demonstrated ability to:

   a. fill the ditto machine with fluid

   b. fit master copy on the machine and adjust the side, top and bottom margin

   c. run off a specified number of clear copies of a test, assignment or worksheet used in teaching

2. Prepared a carefully typed or printed dittoed worksheet for use in one of the classes.

3. Explain the use of 16# and 20# paper.

NOTE TO COORDINATING TEACHER. Numerals 2 and 3 above are the behavioral objectives to be accomplished. As the student presents evidence of skill for each one, please mark on the check sheet, provided in this packet.

II OVERHEAD PROJECTOR

At the end of the professional semester the student teacher will:

Prepare a good copy of each of the following for use on the overhead:

1. a transparency made from an original (using the thermofax). (Explain the use of white line, black line and the weight of transparencies)

2. a self-designed transparency made for some class presentation

3. a lesson presented on an overhead using a pencil, realia, or marking pen

4. a transparency with at least two overlays (optional)

5. a ditto worksheet or exercise made from a thermofax master

6. Read <u>one</u> of the chapters in Schultz, Morton. THE TEACHER AND OVERHEAD PROJECTION on using the overhead in the teaching of your subject - Chapters 3 - 12 or some other article or chapter in a book on the use of the overhead in your major area. STUDENT: After you have read this chapter or article, circle the 2 under II OVERHEAD PROJECTOR on the checklist yourself.

7. Use the projector efficiently in a classroom presentation.

III TAPE RECORDER

At the end of the professional semester the student teacher will be able to:

1. Put the tape into the machine, adjust the volume, speed, and re-set button, and turn on the machine.
2. Play a tape that has been recorded.
3. Record a lesson taught or some pupil activity during a class period.
4. Play back what has been recorded.
5. Rewind the tape and play it "fast forward."
6. Answer the following questions: (Orally to one of the teachers or college personnel)
   a. On which side do you place the full reel?
   b. How do you know if the full tape is placed correctly on the spindle?
   c. How do you record on a two track tape? on a 4 track tape?
   d. If the reel was placed on the spindle incorrectly, how would you fix it?
   e. What is the best way to fasten the tape on the empty reel?
   f. What is the purpose of the glossy side of the tape?
   g. What is the correct and incorrect way of splicing tape?
   h. Explain: Length in feet at speed equals what time?

IV CASSETTE RECORDER

At the end of the professional semester the student teacher will be able to:

1. Place the tape correctly into the cassette recorder.
2. Play a pre-recorded tape.
3. Record a lesson or some activity in the classroom.
4. Play back a self-recorded or pupil-recorded activity.
5. Fast-forward and re-wind a cassette correctly.

V 16mm FILM PROJECTOR

At the end of the professional semester the student will be able to:

1. Uncover the projector, adjust wheel arms, place the reels firmly on the reel arms.

2. Point to and name the important parts of the 16mm projector

a. lens
b. focus button
c. silent/sound switch
d. framing knob
e. film sprockets
f. volume control dial
g. rear wheel (take-up reel)
h. front wheel (pull reel)
i. switch for forward, forward lamp and reverse
j. loop restorer
k. exciter lamp
l. sprocket guard
m. sprocket wheel
n. indicator light (the light that goes on when the projector's sound mechanism is warmed up
o. panel control light (the light indicating the projector on ON
p. sound drum
q. stabilizer rollers
r. tilt knob

3. Thread the machine so that the picture appears clearly on the screen

4. Tell what should be done when:

a. machine is on but no picture appears on the screen
b. the picture is not squarely focused on the screen
c. the picture flickers when you roll the film
d. the picture is out of focus
e. the sound is garbled and unclear
f. the sound is too loud or too low
g. there is no sound

5. Replace an exciter bulb and film bulb.

6. Explain use of wattage of bulb and when to use various bulbs.

7. Enumerate types of film machines available for use - autoload, Bell Howell, etc. student should try to practice operating autoload and hand thread machines.

VI FILMSTRIP PROJECTOR - Sound-Filmstrip projector

At the end of the professional semester, the student will be able to:

1. Insert filmstrip into the machine and adjust picture on the screen to focus.

2. Focus picture and move filmstrip forward

3. Adjust filmstrip with a record or tape.

4. Rewind the filmstrip and turn off the machine properly (to fan first; then off)

5. Explain the use of fan, tilt knob, etc.

VII SLIDE PROJECTOR (Optional, but highly recommended)

At the end of the professional semester the student will be able to:

1. Insert slides into the carrier or one by one into the machine so that they appear upright on the screen.
2. Focus picture and show one carrier or twelve slides.
3. Operate the remote control button.
4. Answer simple questions about the slides in classroom work.

VIII OPAQUE PROJECTOR (Optional, but highly recommended)

At the end of the professional semester the student will be able to:

1. Describe various uses of the opaque projector in contrast to uses of the overhead projector.
2. Exhibit ability to use oqaque projection with pictures, realia, books.
3. Focus a clear picture and use the pointer in presenting a lesson in his major area.

IX RECORD PLAYER

At the end of the professional semester, the student will be able to:

1. Place a record on the machine, adjust to correct rpm, and play the record.
2. Adjust volume and tone suitable for class listening.

X VIDEORECORDER (Optional)

At the end of the professional semester the student will be able to:

1. Thread the recorder.
2. Name and operate the following parts:
   a. record button
   b. re-set button
   c. forward, rewind and fast forward switch
   d. on-off switch in rear of VTR unit
   e. plug-in for camera in rear of VTR unit
   f. plug-in for microphone unit
   g. off-on and standby button on camera
3. Operate the camera so that a clear picture appears on the monitor.
4. Hook up the sound to get a clear, ungarbled sound using microphone on stand or around neck.

X VIDEORECORDER (continued)

5. record a classroom activity and operate playback.

6. Answer questions about problems that may arise--no sound, no picture, blurred picture, unclear sound, etc.

7. Distinguish between videotape and audiotape.

XI SUPER 8 MOVIE PROJECTOR (Optional)

At the end of the professional semester the student will be able to:

1. Insert an 8 Magi-cartridge into the cartridge slot.

2. Turn on the projector so that picture appears on the screen.

3. Focus the picture.

4. Adjust framing.

5. Take out the cartridge.

XII BULLETIN BOARDS

At the end of the professional semester the student will:

1. have studied the principles of good bulletin board design.

2. designed and executed one bulletin board to teach a concept in the subject he is teaching.

3. constructed one bulletin board for aethetic purposes--to enlighten or enliven a room or corridor.

4. constructed another display of his choice OR directed a pupil-executed board.

5. read a chapter in one of the A-V books on bulletin boards or displays. (Student, after you have read this chapter mark 5 next to XII on the checksheet yourself).

XIII SOURCES FOR EDUCATION MEDIA

By the end of the semester the student whould have spent about six hours reading on a topic of his choice in one or more of the A-V books available in his study areas or in the library.

1. spent about two hours brousing through the following journals in order to become acquainted with a few Educational Media Journals which can be useful for teachers.

NOTE: Because these magazines might not be available at the schools, this activity might be reserved for one of the days on campus).

EDUCATIONAL TECHNOLOGY AUDIO VISUAL INSTRUCTION
MEDIA AND METHODS or some other journal on A-V Instruction available in your school.

XIV EVALUATION

Hand to your college supervisor a one-page summary of how you met the objectives of this educational media assignment and an assessment of its value for you as a teacher.

Teacher Education Department MOUNT MARTY COLLEGE Yankton, S.D. Education 253

Competencies for Education 253 Methods of Teaching Mathematics, Social Studies and Science in the Elementary School 4 semester hours

Education 253 is the second part of a two-course sequence for students preparing to teach in the elementary school. The content of the course is integrated into the full semester of student teaching and the student meets the objectives stated in this outline while he works in the cooperating school, through private study, and through seminars held on campus. The instructor sees the objectives accomplished mainly through actively working with the subjects under study with the cooperating teacher in the classroom.

A pre-requisite for the course is Education 252, Methods of Teaching the Language Arts in the Elementary school. Each student should have had at least two courses in Social Studies, Mathematics, and Social Studies.

The plan of study is as follows:

	Study:	Concentrate on teaching:
In September	Mathematics	Reading, English, Spelling, Handwriting
In October	Social Studies	Mathematics
In November	Science	Social Studies
In December		Science

I. Mathematics - September

Each student will purchase the textbcok CREATIVE TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOL by Westcott and Smith

By September 10, the first seminar day on campus, the student should have studied through pages 110 of the text and be prepared for questions and discussion:

a) What does teaching mathematics meaningfully involve?
b) What is the tri-point progression (see Smith's book) and how is it used in teaching the four fundamental processes--addition, subtraction, multiplication, division?
c) What is drill and how does your cooperating teaching use drill in mathematics?
d) Give some specific ways of conducting drill and practice lessons in addition and subtraction. Your text gives many. Add ideas to your file.
e) Read at least one article in THE ARITHMETIC TEACHER.

By September 30 each student should have:

a) finished studying the textbook
b) read one article on problem solving--a chapter in a recent mathematics methods book or a good article in some magazine, e.g. THE ARITHMETIC TEACHER.
c) collected at least 10 ideas (on 3x5 cards) for games, motivational devises, bulletin board designs for the teaching of mathematics.

NOTE: There are many good books on the teaching of mathematics in the elementary school in the college library. See sections 510.7 and 372.7. Examine them and check out one for your use during the time you are studying mathematics.

d) become familiar with the total mathematics program in your school and study particularly the materials used for math in your grade. Read the introduction to the teacher's manual for your textbook.

II. Social Studies - October

Each student should have his own copy of CREATIVE TEACHING OF THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL by James A. Smith.

By October the student teacher should have

a) read Chapters I through V in the text
b) read the introduction to the teacher's manual of the social studies text used in the school and become somewhat familiar with the total social studies program in the school
c) discussed with the cooperating teacher and planned for the unit of work the student teacher will prepare for social studies

By October 29: the student teacher should have

a) studied Chapters VI - XII in Smith
b) completed plans for a good unit in Social Studies
c) collected pictures, games, bulletin board ideas in social studies
d) read three articles in a professional magazine on the teaching of Social Studies See especially SOCIAL EDUCATION
e) checked the 307 and 372.83 section of the stack room and the 370 section of the reference library for books and guides to free materials in the Social Studies

III. Science - November

By November 19 the student teacher should have

a) read a chapter in a recent methods book on the teaching of science OR read in a special science methods book. There are many in the 507 and 372.35 section of the college library. Examine them and check one out for your use during the time you are studying science. Check the 370 section in the Reference Library for Guides to Free Materials in Science
b) planned a unit or a series of lessons in science for your class.
c) examined the science book used in your room, read the introduction to the teacher's manual and discussed the science program with your cooperating teacher.
d) collected ideas for games, pictures, learning activities, experiments for science.

By Thanksgiving vacation you should have met all the specific requirements for credit in Education 253. You should have come a long way in meeting the objectives of Ed. 280, Educational Media, and have done considerable work for Ed. 270, Testing and Guidance.

During December do as much professional reading as you can, improve your teaching style, and finish any requirements you may have left to do. You must give evidence of having fulfilled all the requirements before you leave for Christmas vacation.

Each week you will receive a Guide for Experiences during the week, to help you keep organized. If you keep up each week you should not be too busy and should have time to complete all requirements.

You are expected to be at school full time and you will not be excused except for illness and an emergency in your IMMEDIATE family. Do not ask for early dismissal because you have a ride home for a weekend or any vacation. Plan ahead.

A P P E N D I X III

GUIDE FOR WEEKLY EXPERIENCES

DURING PROFESSIONAL SEMESTER

APPENDIX III

Teacher Education Department MOUNT MARTY COLLEGE September 13 - 17

To: Cooperating Teachers and Student Teachers

From: Sister Laurina Kaiser

Re: Experiences for the Fourth Week and Progress Report of Professional Semester

You have now had three weeks to get acquainted with each other. The student teachers have been involved in some instruction in the classroom and have had a good beginning of accomplishing the objectives of this professional semester.

Cooperating Teachers: You have done a magnificent job of getting the students involved in every aspect of instruction in your classroom. THANKS! If you have not yet done so, please complete the evaluation which was due Sept. 10. Hand it to your principal and I will pick it up when I visit this week. Also, add on it or on a separate sheet, any suggestions which you would like to make and have not yet had a chance to relay to me. I was very pleased with my short visit with each of you last week. Naturally, there are anxieties, some of which are just part of beginning a new school year and some which may have been added because of your concern to work in the best way with your student teacher. PLEASE NOTE: The GUIDES FOR EXPERIENCES which I give each week are suggestions to help keep us all organized. If you wish to adapt them or need to do so because of conditions in your classroom, please do so. In the end, it is YOU who has to decide what is best in your classroom.

Re: Lesson Plans: Be sure that your student is planning with you and making adequate plans when she teaches a lesson "on her own". I leave the format up to you. The student will share samples of her plans with me when she meets with me. Try to work together on lessons as much as possible. Rather than interrupting her from the back of the room when she makes a mistake, be up there teaching with her. The student teacher needs to gain status with the pupils and confidence in herself. If you work with her quite often at the beginning, she will more readily develop a good teaching technique and then you can step back and OUT knowing that good direction of learning is taking place. Perhaps we can think of letting them "all on their own" after Thanksgiving. NOW, your student teacher must have some time to either plan her lessons for her teaching or do some of the activities which are part of the learning of this semester. If you give her time at school to do most of the planning necessary for teaching she can use the evening hours to study on the college learning packets. BE SURE TO GIVE THE STUDENT FEEDBACK on her work.

Re: My visits to the schools: I am setting aside all day Tuesday and Wednesday to be at the schools. I would like to feel free to come in and out; if the student is teaching with you or alone, I may stay for awhile. If one of you is not involved, that may be a good time to talk with you.

Student Teachers: During this week:

1. continue to improve your skill in teaching the language arts

(or other subjects if your teacher has gotten you involved in those)

2. read in Smith's book or do other reading on Math about an hour a day.
3. work on ONE of your packets - about an hour a day.
4. talk with your teacher about a good time to tape a part of your teaching. I am giving you a cassette. When you have recorded something leave it in my office. I will add my comments on it and return to you for listening and adding another lesson.